



Langston Charter Middle School

212 Roper Mountain Rd
Greenville, South Carolina

Grades	6-8 Middle School	
Enrollment	285 Students	
Principal	Gregory Abel	864-286-9700
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	At-Risk
2007	Good	Average
2006	Good	Below Average
2005	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

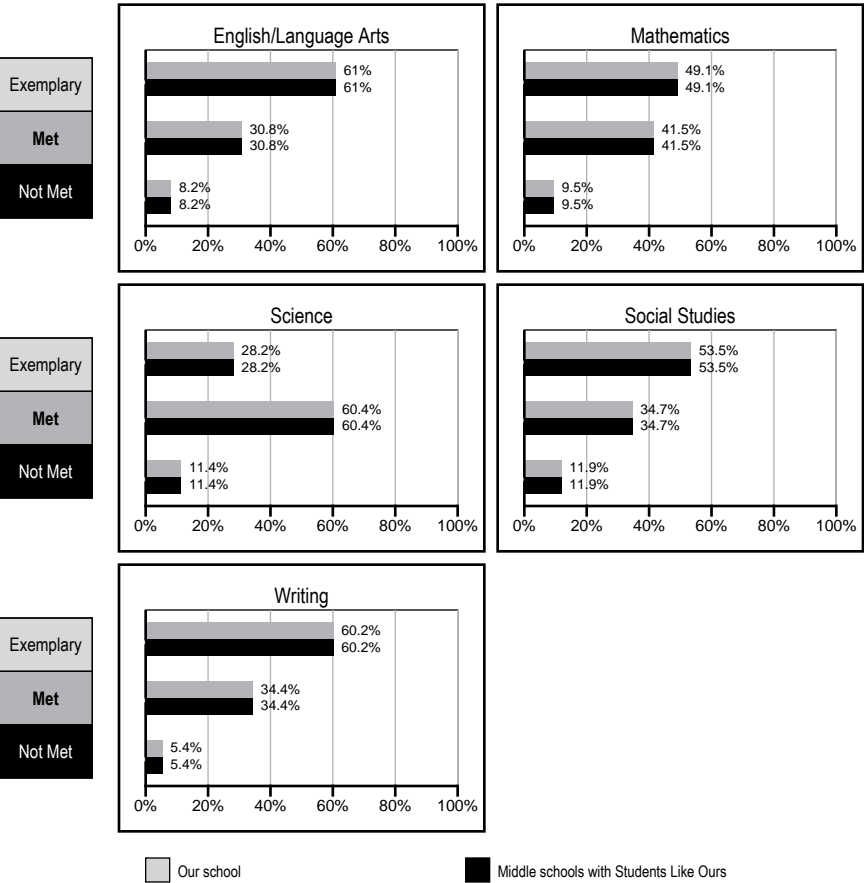
85.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	0	0	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	100.0%
English 1	100.0%	100.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	100.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=285)				
Students enrolled in high school credit courses (grades 7 & 8)	43.7%	Down from 66.3%	43.7%	21.6%
Retention rate	0.0%	No Change	0.0%	1.2%
Attendance rate	97.6%	No Change	97.6%	95.9%
Eligible for gifted and talented	31.7%	Down from 35.3%	31.7%	14.8%
With disabilities other than speech	1.1%	Up from 0.0%	1.1%	12.6%
Older than usual for grade	0.0%	Down from 0.5%	0.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.0%	0.0%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	65.0%	Up from 42.9%	65.0%	56.9%
Continuing contract teachers	30.0%	Up from 14.3%	30.0%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 16.7%	0.0%	5.3%
Teachers returning from previous year	N/A	N/A	N/A	82.9%
Teacher attendance rate	97.7%	Up from 93.0%	97.7%	95.2%
Average teacher salary*	\$43,138	Up 9.2%	\$43,138	\$46,599
Professional development days/teacher	9.4 days	Down from 10.6 days	9.4 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	23.8 to 1	Down from 24.2 to 1	23.8 to 1	20.1 to 1
Prime instructional time	94.9%	Up from 90.2%	94.9%	89.9%
Opportunities in the arts	Poor	No Change	Poor	Good
SACS accreditation	No	No Change	No	Yes
Parents attending conferences	100.0%	No Change	100.0%	97.8%
Character development program	Average	Down from Good	Average	Good
Dollars spent per pupil**	\$4,768	Down 3.1%	\$4,768	\$7,645
Percent of expenditures for instruction**	65.0%	Up from 57.0%	65.0%	63.4%
Percent of expenditures for teacher salaries**	60.1%	Up from 51.8%	60.1%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of Langston Charter Middle School is to enrich and empower sixth, seventh, and eighth graders with personal responsibility and compassion for their community through single gender classes and innovative teacher, parent, and community collaborative learning. Langston Charter Middle School expects parental involvement in their children's academic, emotional, and social development. The school is named after a courageous young girl, Laodicea "Dicey" Langston, who, during the Revolutionary War, risked her life on several occasions in our country's fight for freedom. Her selfless acts and willingness to be involved exemplify the character traits that must exist in people if their community is to be a place of quality. Building on the legacy of people like Dicey Langston, our school encourages academic excellence in students while instilling the values of personal responsibility and accountability.

Langston Charter Middle School opened on August 22, 2005. Standards for AYP were met in 2006, 2007 and 2008. Since our second year, we have had full enrollment with a waiting list. During the 08-09 school year, our 285 students contributed thousands of hours of service to many local organizations and activities. Students in all grades sharpened their leadership skills and won awards at the YMCA Youth in Government Conference in Columbia. Our seventh graders won awards for their performance at the YMCA Model UN Conference.

Parent and community support continues to be outstanding. Well over 5000 volunteer hours were logged by parents at school or during school-sponsored events. Local business leaders taught Junior Achievement lessons, and speakers, such as Ambassador David Wilkins, met with our students and parents as part of our Leadership Speakers Series. Our parents consistently model leadership, as they serve on our Board and contribute their energy to school projects.

Our teachers regularly attend professional development conferences focused on single gender education and continuous school improvement. Faculty members frequently present at conferences, sharing teaching strategies, as well as the results of their research into the effectiveness of single gender instruction. An interdisciplinary team of teachers is engaged in a study of adolescent literacy strategies and is working with the faculty to improve reading comprehension across the curriculum. As a recipient of a Charter School Dissemination Grant, we are now producing single gender instructional guides for distribution to schools throughout the state. We strive to challenge all students at the highest possible academic level. Eighty-seven students earned high school credit for one or more of the following courses: Algebra I Honors, Geometry I Honors, English I Honors, and Spanish I. One hundred percent of our students in Algebra I and English I passed the state EOC exams.

Our 09-10 enrollment will exceed 300 students, and we continue to plan for construction of a permanent facility. Our vision is that Langston will be a replicable model for academic excellence, community service, and responsible leadership.

Gregory Abel, Principal
Lisa Stevens, Board Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	67	52
Percent satisfied with learning environment	100.0%	95.4%	98.0%
Percent satisfied with social and physical environment	100.0%	89.4%	96.1%
Percent satisfied with school-home relations	100.0%	96.9%	98.0%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.2%	0.0%	No
Student attendance rate	97.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	279	100	9	31.2	59.9	95.7	84	82.8	Yes	Yes
Gender										
Male	132	100	10.6	36.4	53	95.5	80.8	79.3	N/A	N/A
Female	147	100	7.5	26.5	66	95.9	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	243	100	7.4	31.3	61.3	97.1	89.5	89.5	Yes	Yes
African American	19	100	21.1	47.4	31.6	84.2	72.7	73.7	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	74.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	82.5	I/S	I/S
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	52.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	74.4	75.5	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	279	100	10.8	45.2	44.1	93.9	80.9	78.9	Yes	Yes
Gender										
Male	132	100	11.4	43.2	45.5	92.4	79.6	77	N/A	N/A
Female	147	100	10.2	46.9	42.9	95.2	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	243	100	9.1	46.5	44.4	95.1	87	87.2	Yes	Yes
African American	19	100	31.6	42.1	26.3	78.9	66.3	66.7	I/S	I/S
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.8	79.5	I/S	I/S
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	48.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	70.2	I/S	I/S

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	202	100	11.4	60.4	28.2	88.6	71.3	67.5
Gender								
Male	94	100	16	60.6	23.4	84	70.8	67
Female	108	100	7.4	60.2	32.4	92.6	71.8	68
Racial/Ethnic Group								
White	177	100	9.6	61.6	28.8	90.4	79.5	79.5
African American	12	100	25	66.7	8.3	75	53	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.4	59.6
Socio-Economic Status								
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	57.5	55.1

Social Studies

All Students	202	100	11.9	34.7	53.5	88.1	75.7	72.3
Gender								
Male	98	100	11.2	35.7	53.1	88.8	75.1	71.5
Female	104	100	12.5	33.7	53.8	87.5	76.3	73.2
Racial/Ethnic Group								
White	173	100	11.6	35.8	52.6	88.4	81.7	80.7
African American	18	100	16.7	27.8	55.6	83.3	61.5	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	72.2
Disability Status								
Disabled	1	I/S	I/S	I/S	I/S	I/S	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69	67.9
Socio-Economic Status								
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	63.9	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	279	100	5.4	34.4	60.2	94.6	72.9	70.2	97.6	96.5
Gender										
Male	132	100	7.6	43.9	48.5	92.4	66.4	63.2	97.4	96.4
Female	147	100	3.4	25.9	70.7	96.6	79.7	77.5	97.8	96.5
Racial/Ethnic Group										
White	243	100	4.5	34.2	61.3	95.5	80.5	79.1	97.6	96.3
African American	19	100	15.8	47.4	36.8	84.2	57.1	57.6	97.5	96.5
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	87.3	86.2	97.4	97.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.3	62.6	99.6	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	68.7	N/A	95.2
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	28.4	26.1	96.3	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.5	61.2	97	97.2
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	58.8	58.9	N/A	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	84	100	7.1	28.6	64.3	92.9
	7	125	100	12	29.6	58.4	88
	8	70	100	5.7	37.1	57.1	94.3
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	84	100	7.1	42.9	50	92.9
	7	125	100	13.6	44.8	41.6	86.4
	8	70	100	10	48.6	41.4	90
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	42	100	14.3	50	35.7	85.7
	7	125	100	9.6	64.8	25.6	90.4
	8	35	100	14.3	57.1	28.6	85.7
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	42	100	4.8	59.5	35.7	95.2
	7	125	100	15.2	29.6	55.2	84.8
	8	35	100	8.6	22.9	68.6	91.4
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	84	100	N/AV	N/AV	N/AV	100
	7	125	100	8	42.4	49.6	92
	8	70	100	7.1	31.4	61.4	92.9

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